

Living in Ontario

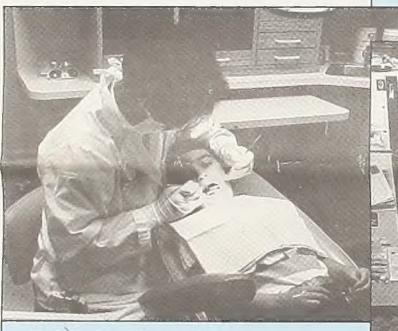
PHOTO STORIES FOR LEARNERS OF ENGLISH



Health and safety in the workplace



Participating in your community



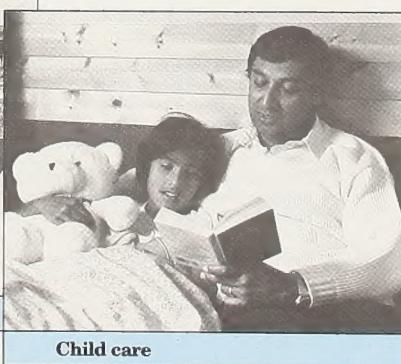
Public health services



Helping our environment



Programs for seniors



Child care



Ministry of
Citizenship

Ontario



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Credits

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Distribution

Copies are available free from the Ontario Ministry of Citizenship to all residents, educational institutions and community organizations in Ontario.
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To the student

Living in Ontario can help you learn English and learn about life in Ontario. It has six photo stories about important topics. Each photo story has a page of exercises. The exercises can help you practise your English skills. You can correct most of the exercises without the help of a teacher. This will help you if you want to work alone. There is also an extra reading section. It gives more information about the topics of the photo stories.

We hope that Living in Ontario is interesting and helpful to you. If you have any comments, please fill out the questionnaire on page 21. We would like to hear from you.

To the teacher

Living in Ontario is a language training and orientation resource for adult English as a Second Language programs. It is intended primarily for beginner to intermediate level ESL students.

Living in Ontario uses six photo stories to give information about different aspects of life in Ontario. The stories provide the basis for a variety of language learning activities. Practise exercises accompany each story, and the teachers' guide on page 20 explains how to use the stories and exercises effectively. Most of the exercises can be corrected by the students. This gives students the option of working on their own.

The topics of the photo stories are explored in more depth in the extra reading section. This material provides additional opportunities for language learning and information about programs and services in Ontario.

We hope that you find Living in Ontario a useful resource. If you have any comments, please fill out the questionnaire on page 21. We would like to hear from you.

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Health and safety in the workplace



1 Yolanda and Cindy are cleaners. They work at the ABCO Box Company. They clean the offices in the evening.



2 They often have a coffee break with Kris, the security guard. Tonight, the two women don't feel well.



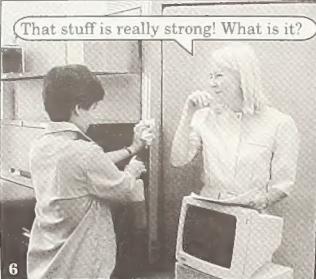
3 They are using a new cleaning liquid. It's very strong. Yolanda thinks the fumes are making them sick.



4 The women don't know what the liquid is. It comes in a big drum. Their supervisor pours it into a plain bottle.



5 Later, Yolanda is cleaning one of the offices. Two of the office staff, Greg and Susan, are working late.



6 Susan notices the fumes from the cleaning liquid. She asks to see the container.



7 Greg thinks the liquid is dangerous. The container should have a warning label and written safety instructions.



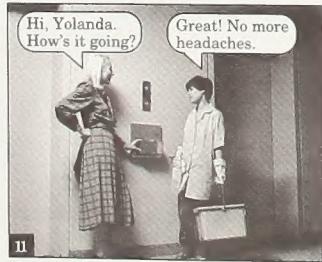
8 Susan tells Yolanda to talk to the Health and Safety Committee about the liquid and her headaches.



9 Yolanda and Cindy complain to their supervisor again. The supervisor doesn't do anything.



10 The women talk to their representative on the Health and Safety Committee. The Committee investigates the situation. They find that the cleaning liquid must be diluted.



11 The Committee also makes recommendations to the company. The company puts labels on the containers. It also teaches the women how to use the liquid safely. Soon, the headaches stop.

Hazardous materials

Ontario has laws to protect workers against hazardous materials. Employers must put warning labels on all hazardous materials. Employers must show their workers how to safely use hazardous materials.

If there is a health or safety problem in your workplace:

- Tell your supervisor
- Tell your health and safety representative
- If the problem is not solved, call the Ministry of Labour. The offices are listed in the blue pages of the telephone book under "Government of Ontario, Labour." You don't have to give your name.

EXERCISE 1**Yes or no?**

Circle the correct answers. (Check your answers on page 21.)

1. Yolanda and Cindy are office workers.	Yes	No
2. They are using a new cleaning liquid.	Yes	No
3. The liquid gives them headaches.	Yes	No
4. The women know what the liquid is.	Yes	No
5. Greg thinks the liquid is safe.	Yes	No
6. Do the women complain to their supervisor?	Yes	No
7. Does the supervisor help?	Yes	No
8. Does the Health and Safety Committee help?	Yes	No
9. Should the container have a warning label?	Yes	No
10. Do the headaches stop?	Yes	No

EXERCISE 2**What's next?**

These sentences are from the photo story. Put them in the correct order.

<input type="checkbox"/> Susan notices the fumes from the cleaning liquid. She asks to see the container.
<input type="checkbox"/> The Committee also makes recommendations to the company. The company puts labels on the containers. It also teaches the women how to use the liquid safely. Soon, the headaches stop.
1 <input type="checkbox"/> Yolanda and Cindy are cleaners. They work at the ABCO Box Company. They clean the offices in the evening.
<input type="checkbox"/> Later, Yolanda is cleaning one of the offices. Two of the office staff, Greg and Susan, are working late.
<input type="checkbox"/> The women don't know what the liquid is. It comes in a big drum. Their supervisor pours it into a plain bottle.
<input type="checkbox"/> They often have a coffee break with Kris, the security guard. Tonight, the two women don't feel well.
<input type="checkbox"/> They are using a new cleaning liquid. It's very strong. Yolanda thinks the fumes are making them sick.
<input type="checkbox"/> Greg thinks the liquid is dangerous. The container should have a warning label and written safety instructions.
<input type="checkbox"/> The women talk to their representative on the Health and Safety Committee. The Committee investigates the situation. They find that the cleaning liquid must be diluted.
<input type="checkbox"/> Yolanda and Cindy complain to their supervisor again. The supervisor doesn't do anything.
<input type="checkbox"/> Susan tells Yolanda to talk to the Health and Safety Committee about the liquid and her headaches.

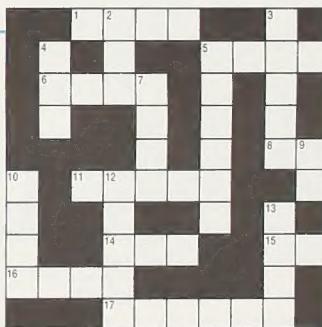
EXERCISE 3**Finish the sentence**

1. Yolanda and Cindy work at the Abco Box Company.
2. I work at the Golden Star restaurant.
3. Kris is a
4. I'm a
5. Yolanda and Cindy often have a coffee
6. I often have
7. Greg thinks
8. I think
9. Yolanda and Cindy complained
10. Sometimes I complain about
11. Now, Yolanda and Cindy know how to
12. I know how to

EXERCISE 4**Your experience**

Answer the questions. Then ask a partner the questions.

1. Do you have a job?
2. Is your job dangerous or unhealthy?
3. Do you use chemicals at work?
4. Have you ever had an accident at work?
5. Do you lose pay if you are sick?
6. Do you use a cleaning liquid at home?
7. Does it have a warning label?
8. Do you get headaches sometimes?
9. What causes your headaches?
10. What do you do about them?

**W
CROSS
R
D**All the words
are in the
photo story.
(answers below)**ACROSS**

1. Pour the liquid ---- a bottle.
5. opposite of start
6. Ontario has ---- to protect workers against hazardous materials.
8. Now Yolanda has -- more headaches.
11. opposite of dirty
14. large
15. How's -- going?
16. opposite of early
17. fluid

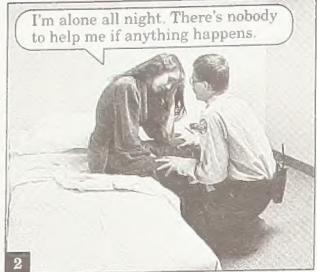
DOWN

2. opposite of old
3. plural of woman
4. everything
5. opposite of weak
7. certain
9. The offices are listed in the blue pages -- the phone book.
10. The two women don't ---- well.
12. The container should have a warning -----.
13. What ---- of chemical is it?

ACROSS 1. think 2. work 3. woman 4. fill 5. stop 6. laws 8. no 11. clean 7. sure 9. oil 10. heat 12. label 13. liquid

See page 14 for more information about health and safety in the workplace.

Participating in your community



1 Kris is a security guard. He works at night and sleeps in the day. He doesn't have much time for his family.

2 His wife, Janina is lonely and scared. There have been some break-ins and robberies on their street.

3 Janina often goes out shopping while Kris sleeps.



4 One day, she meets one of her neighbours, Lynn, in the supermarket.



5 Lynn tells Janina there is going to be a meeting for the people on her street. They want to stop the crime in the area.



6 She invites Janina to the meeting. It's at the community centre and there will be coffee and donuts afterwards.



7 Janina wants to meet her neighbours, but she's shy. She's worried about her English. Finally, she decides to go.



8 The next evening, Janina goes to the community centre. There are a lot of people there.



9 A police officer speaks to the group. He explains how the neighbours can help each other.



10 After the meeting, the neighbours stay and talk. Janina helps Lynn serve coffee. She meets lots of her neighbours.



11 Next morning, she tells Kris all about the meeting. She feels much happier about the neighbourhood.

How to participate in your community:

- Volunteer work
- Community centre activities
- Public library activities
- Block Parent program
- Neighbourhood Watch program
- Home and School Association

Where to get information about your community:

- Community information centres
- Public libraries

EXERCISE 1**Yes or no?**

Circle the correct answers. (Check your answers on page 21.)

1. Kris works during the day and sleeps at night. Yes No
2. Janina is lonely. Yes No
3. Lynn and Janina live in the same neighbourhood. Yes No
4. The neighbours want to stop the crime in the area. Yes No
5. Janina wants to meet her neighbours. Yes No
6. Does she go to the community centre? Yes No
7. Are there a lot of people at the meeting? Yes No
8. Does a police officer explain how the neighbours can help each other? Yes No
9. Do the people go home right after the meeting? Yes No
10. Does Janina enjoy herself at the meeting? Yes No

EXERCISE 3**Finish the sentence**

1. Kris doesn't have much time for his family.
2. I don't have much time to study English.
3. Janina is alone all night. She feels
4. I feel scared when
5. Janina wants to meet
6. I want to meet
7. Janina is worried about
8. I'm worried about
9. Janina is going to help
10. I'm going to

EXERCISE 4**Your experience**

Answer the questions. Then ask a partner the questions.

1. Do you live in an apartment building or a house?
2. How long have you lived there?
3. Do you know any of your neighbours?
4. Do you like your neighbourhood?
5. Is it different from the neighbourhood you lived in before you came to Canada? What's different?
6. Draw a map of your neighbourhood. Show street names, parks, bus stops, schools, stores and other buildings. Explain your map to a partner.
7. Is there a block parent program in your neighbourhood?
8. Do you go to your local library?
9. Do you do any volunteer work?

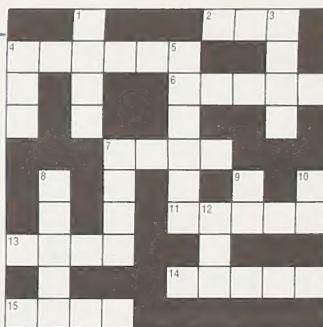
EXERCISE 2**What's next?**

These sentences are from the photo story. Put them in the correct order.

- The next evening, Janina goes to the community centre. There are a lot of people there.
- Kris is a security guard. He works at night and sleeps in the day. He doesn't have much time for his family.
- A police officer speaks to the group. He explains how the neighbours can help each other.
- His wife, Janina is lonely and scared. There have been some break-ins and robberies on their street.
- Next morning, she tells Kris all about the meeting. She feels much happier about the neighbourhood.
- One day, she meets one of her neighbours, Lynn, in the supermarket.
- She invites Janina to the meeting. It's at the community centre and there will be coffee and donuts afterwards.
- Lynn tells Janina there is going to be a meeting for the people on her street. They want to stop the crime in the area.
- After the meeting, the neighbours stay and talk. Janina helps Lynn serve coffee. She meets lots of her neighbours.
- Janina wants to meet her neighbours, but she's shy. She's worried about her English. Finally, she decides to go.
- Janina often goes out shopping while Kris sleeps.

W
CROSS
R
D

All the words
are in the
photo story.
(answers below)

**ACROSS**

2. past tense of meet
4. Kris in the morning.
6. The neighbours want to stop the in the area.
7. opposite of play
11. People often have one with coffee.
13. opposite of go
14. Janina helps Lynn coffee.
15. assist

DOWN

1. morning, Janina tells Kris about the meeting.
3. Kris doesn't have much for his family.
4. Janina wants to meet her neighbours but she is
5. afraid
7. opposite of husband
8. by yourself
9. She lives Maple Street.
10. He works night.
12. five minus four

ACROSS 1-need 3-time 4-say 5-second 7-with 8-alone 9-on 10-at 12-help
DOWN 1-meet 4-lives 6-sleeps 8-comes 9-leave 10-help 11-donut 13-gone 14-serve 15-help

**See page 15 for more information about
participating in your community.**

Public health services



Yolanda meets her son, Pedro, after school. Pedro has a letter.



Pedro shows Yolanda the letter, but she can't read it.



Yolanda takes the letter to work. She asks Susan, the office manager, to help.



The letter says Pedro needs to see a dentist urgently.



Yolanda is worried that it will be expensive. She can't afford to pay for a dentist.

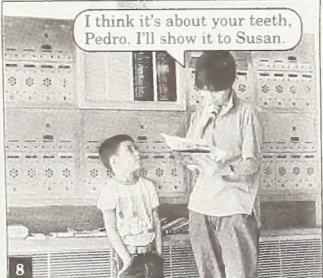


Children in Ontario can have free dental treatment if:

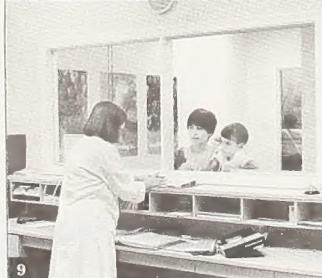
- they need treatment urgently
- the family does not have dental insurance
- it would be financially difficult for the family to pay a dentist.



Susan helps Yolanda fill in the form. Yolanda mails it back.



In a few weeks, she gets a letter from the public health unit. It says Pedro can have free treatment.



She takes Pedro to the dental clinic at the public health unit.



Pedro has two cavities in his teeth. The dentist fixes them. She also gives Pedro some advice on how to take care of his teeth.



Yolanda does not have to pay for the treatment.

PUBLIC HEALTH SERVICES

Dental treatment for children: Some public health units have dental clinics. Others send children to a dentist.

Public health units may also have:

- free immunization
- hearing testing
- home care for seniors or new mothers
- information about birth control, having a baby, good eating, emotional and other health problems.

Call the public health office in your area if you need health information. They are listed in the blue pages of the telephone book under the name of your municipality, "Health."

EXERCISE 1**Yes or no?**

Circle the correct answers. (Check your answers on page 21.)

1. A dentist checked Pedro's teeth at school.	Yes	No
2. Pedro has a letter for his mother.	Yes	No
3. Yolanda can read the letter.	Yes	No
4. She asks Susan to read the letter.	Yes	No
5. Pedro doesn't have any problems with his teeth.	Yes	No
6. Does Yolanda have money to pay for a dentist?	Yes	No
7. Does she apply for free dental treatment?	Yes	No
8. Can Pedro have free dental treatment?	Yes	No
9. Can all children have free dental treatment?	Yes	No
10. Do Yolanda and Pedro go to a dental clinic?	Yes	No

EXERCISE 2**What's next?**

These sentences are from the photo story. Put them in the correct order.

She takes Pedro to the dental clinic at the public health unit.

Pedro has two cavities in his teeth. The dentist fixes them. She also gives Pedro some advice on how to take care of his teeth.

1 Yolanda meets her son, Pedro, after school. Pedro has a letter.

The letter says Pedro needs to see a dentist urgently.

Pedro shows Yolanda the letter, but she can't read it.

The letter says some children can have free dental care. Yolanda may not have to pay, but she must fill in a form.

In a few weeks, she gets a letter from the public health unit. It says Pedro can have free treatment.

Yolanda does not have to pay for the treatment.

Yolanda takes the letter to work. She asks Susan, the office manager, to help.

Susan helps Yolanda fill in the form. Yolanda mails it back.

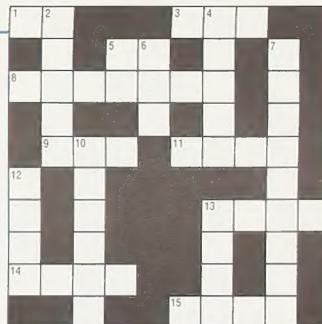
Yolanda is worried that it will be expensive. She can't afford to pay for a dentist.

EXERCISE 3**Finish the sentence**

1. Yolanda meets her
2. I meet
3. Yolanda can't
4. I can't
5. Yolanda can't afford
6. I can't afford
7. Yolanda must
8. I must
9. Susan helps Yolanda
10. I help
11. Yolanda doesn't have to
12. I don't have to

**W
C
O
R
D**

All the words
are in the
photo story.
(answers below)

**EXERCISE 4****Your experience**

Answer the questions. Then ask a partner the questions.

1. Do you have a toothache?
2. Do you have dental insurance?
3. How often do you go to a dentist?
4. Do you like going to a dentist?
5. Do you have a family doctor?
6. Does your doctor speak your language?
7. Have you ever been a patient in a hospital?
8. Is there a difference between health care services in Canada and health care services in your native country? What are the differences?
9. What do you do to stay healthy?

ACROSS

1. The dentist checked Pedro's teeth -- school.
2. plural of tooth
3. Yolanda can't afford to --- for a dentist.
4. opposite of before
5. Yolanda got a letter from school, but she can't read --.
6. repair
7. costs a lot
8. Person who fixes teeth.
9. Pedro --- two cavities.
10. no cost
11. have to
12. How ---- will it cost?
13. Public health offices are listed in the --- pages of the telephone book.

DOWN

1. dental
2. plural of tooth
3. opposite of before
4. Yolanda got a letter from school, but she can't read --.
5. repair
6. costs a lot
7. Person who fixes teeth.
8. Pedro --- two cavities.
9. no cost
10. have to
11. How ---- will it cost?
12. Public health offices are listed in the --- pages of the telephone book.
13. send by Canada Post.

CROSS-1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 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3175, 3177, 3179, 3181, 3183, 3185, 3187, 3189, 3191, 3193, 3195, 3197, 3199, 3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, 3217, 3219, 3221, 3223, 3225, 3227, 3229, 3231, 3233, 3235, 3237, 3239, 3241, 3243, 3245, 3247, 3249, 3251, 3253, 3255, 3257, 3259, 3261, 3263, 3265, 3267, 3269, 3271, 3273, 3275, 3277, 3279, 3281, 3283, 3285, 3287, 3289, 3291, 3293, 3295, 3297, 3299, 3301, 3303, 3305, 3307, 3309, 3311, 3313, 3315, 3317, 3319, 3321, 3323, 3325, 3327, 3329, 3331, 3333, 3335, 3337, 3339, 3341, 3343, 3345, 3347, 3349, 3351, 3353, 3355, 3357, 3359, 3361, 3363, 3365, 3367, 3369, 3371, 3373, 3375, 3377, 3379, 3381, 3383, 3385, 3387, 3389, 3391, 3393, 3395, 3397, 3399, 3401, 3403, 3405, 3407, 3409, 3411, 3413, 3415, 3417, 3419, 3421, 3423, 3425, 3427, 3429, 3431, 3433, 3435, 3437, 3439, 3441, 3443, 3445, 3447, 3449, 3451, 3453, 3455, 3457, 3459, 3461, 3463, 3465, 3467, 3469, 3471, 3473, 3475, 3477, 3479, 3481, 3483, 3485, 3487, 3489, 3491, 3493, 3495, 3497, 3499, 3501, 3503, 3505, 3507, 3509, 3511, 3513, 3515, 3517, 3519, 3521, 3523, 3525, 3527, 3529, 3531, 3533, 3535, 3537, 3539

Helping our environment



1 Susan's father, Tom, has come for a vacation. He's staying for two weeks.



2 Tom likes to keep busy. He helps his granddaughter, Kate, clean up after dinner.



3 Tom is looking for the blue box. He wants to recycle some empty cans. Kate says they don't use the blue box.



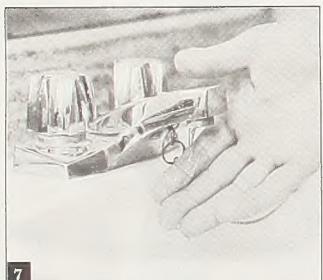
4 Tom is disappointed in his daughter. He believes the environment is everyone's responsibility.



5 Later, Kate is doing her homework. She asks Tom to help.



6 She has to write about things her family can do to help the environment.



7 Tom and Kate look around the house. In the bathroom, a hot water tap is leaking. It's wasting water and energy.



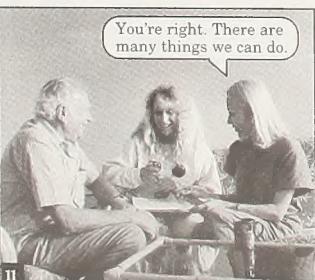
8 Susan uses a lot of paper towels and other disposable products. She throws toxic household products in the garbage.



9 A lot of the food is in containers that can't be recycled. There is a lot of packaging.



10 Tom and Kate make a list of things the family can do. They decide to discuss it with Susan.



11 Susan is surprised. She had never thought about it before. She agrees to do more to help the environment.

Here is Kate's list. Can you think of some more ways to help the environment?

- Recycle newspapers, glass, metal and plastic food containers.
- Buy products that are in returnable bottles or cans.
- Avoid disposable products such as styrofoam cups and paper towels.
- Avoid products that have a lot of packaging.
- Don't throw toxic household products in the garbage. Take them to your local depot for hazardous waste.
- Fix leaking taps.
- Re-use plastic grocery bags. Better yet, ask for paper bags or bring your own bag to the store.

EXERCISE 1**Yes or no?**

Circle the correct answers. (Check your answers on page 21.)

1. Susan is staying at her father's house for 2 weeks. Yes No
2. Kate is Tom's daughter. Yes No
3. Tom wants to recycle some empty cans. Yes No
4. Susan doesn't use the blue box. Yes No
5. Tom asks Kate to help him with his homework. Yes No
6. Is a hot water tap leaking in the bathroom? Yes No
7. Does Susan use a lot of disposable products? Yes No
8. Does Susan use recyclable containers? Yes No
9. Can the family do things to help the environment? Yes No
10. Does Susan agree with her father and daughter? Yes No

EXERCISE 2**What's the story?**

These sentences are from the photo story. Put them in the correct order.

- Tom likes to keep busy. He helps his granddaughter, Kate, clean up after dinner.
- Tom is disappointed in his daughter. He believes the environment is everybody's responsibility.
- She has to write about things her family can do to help the environment.
- Later, Kate is doing her homework. She asks Tom to help.
- Susan is surprised. She had never thought about it before. She agrees to do more to help the environment.
- Tom is looking for the blue box. He wants to recycle some empty cans. Kate says they don't use the blue box.
- Susan uses a lot of paper towels and other disposable products. She throws toxic household products in the garbage.
- Tom and Kate look around the house. In the bathroom, a hot water tap is leaking. It's wasting a lot of water and energy.
- Tom and Kate make a list of things the family can do. They decide to discuss it with Susan.
- 1** Susan's father, Tom, has come for a vacation. He's staying for two weeks.
- A lot of the food is in containers that can't be recycled. There is a lot of packaging.

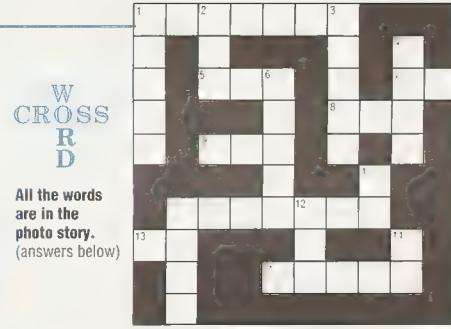
EXERCISE 3**Finish the sentence**

1. Susan's father's name is
2. My father's name is
3. Tom likes to
4. I like to
5. Kate says they don't use
6. I don't use
7. Tom is disappointed in
8. I am disappointed in
9. Tom believes the environment
10. I believe
11. Susan uses a lot of
12. I use a lot of

EXERCISE 4**Your experience**

Answer the questions. Then ask a partner the questions.

1. Do you have a blue box at home?
2. Do you use it?
3. What do you put in the blue box?
4. Do you re-use plastic grocery bags?
5. What other things do you re-use?
6. How often do they collect the garbage on your street?
7. What do you do with cardboard boxes? Newspapers?
8. Are you worried about pollution and the environment?
9. What worries you the most?
10. What can you do to help?

**ACROSS**

1. use again
5. do + --- = don't
7. a lot -- packaging
8. one plus one
9. container with a flat bottom and four sides
11. talk about
13. Tom wants -- recycle.
15. opposite of always

DOWN

1. correct
2. able to
3. nothing in it
4. Let's take a ----
6. poisonous
10. present tense of 'was'
11. Sit ----
12. They don't --- the blue box.
14. Yes -- no?

ACROSS: 1. right 2. can 3. empty 4. able 6. take 10. is 11. good 12. use 14. up
DOWN: 1. exercise 3. smell 4. think 6. good 7. sit 8. like 9. recycle 10. is 11. good 12. use 14. up



See page 17 for more information about helping our environment.

Programs for seniors



1 Greg is a single parent. He has one daughter, Yasene. She is nine years old.



2 Greg's mother, Shirin, lives with them. She takes care of Yasene after school.



3 The rest of the day, Shirin is by herself. She is busy with housework, but she misses her friends back home.



4 One day, she feels very sick. She goes to the doctor. She tells the doctor she feels tired all the time.



5 The doctor finds that Shirin has an infection. She writes Shirin a prescription for some medicine.



6 The doctor advises Shirin to get out of the house more often. She also needs more exercise.



7 She sends Shirin to a fitness class for seniors at the community centre. The centre has many activities for seniors.



8 Shirin is nervous at first, but soon she's having fun. She enjoys making new friends, too.



9 Shirin's friends take other courses at the centre. There are courses on gardening, cooking, music and crafts.



10 Shirin always wanted to paint. She decides to sign up for an art course. She enjoys it a lot. The teacher and other students like her paintings.



11 At the end of the course, the best paintings are put in an art show. Shirin is very proud when two of her paintings are chosen for the show.

LEARNING NEVER STOPS

• Community Recreation Centres

They often have free classes or activities for seniors.

• Boards of Education

They have many interest and credit courses for adults. Many boards have special classes for seniors.

• Community Colleges

Seniors can study at most colleges for only \$5 to \$15 per course. There are no special admission requirements.

• Universities

Almost all Ontario universities offer free tuition to seniors who want to study full-time or part-time. Seniors must be permanent residents of Canada.

EXERCISE
1

Circle the correct answers. (Check your answers on page 21.)

1. Yasene is a single parent. Yes No

2. Shirin visits Greg and Yasene sometimes. Yes No

3. Shirin misses her friends back home. Yes No

4. She tells the doctor she feels healthy. Yes No

5. The doctor advises Shirin to get out more often. Yes No

6. Does Shirin join an ESL class for seniors? Yes No

7. Is she nervous at first? Yes No

8. Does she make new friends? Yes No

9. Does the community centre have other courses? Yes No

10. Do people like Shirin's paintings? Yes No

EXERCISE
2

What's next?

These sentences are from the photo story. Put them in the correct order.

The doctor advises Shirin to get out of the house more often. She also needs more exercise.

Shirin's friends take other courses at the centre. There are courses on gardening, cooking, music and crafts.

Greg's mother, Shirin, lives with them. She takes care of Yasene after school.

At the end of the course, the best paintings are put in an art show. Shirin is very proud when two of her paintings are chosen for the show.

1 Greg is a single parent. He has one daughter, Yasene. She is nine years old.

One day, she feels very sick. She goes to the doctor. She tells the doctor she feels tired all the time.

Shirin always wanted to paint. She decides to sign up for an art course. She enjoys it a lot. The teacher and other students like her paintings.

The rest of the day, Shirin is by herself. She is busy with housework, but she misses her friends back home.

The doctor finds that Shirin has an infection. She writes Shirin a prescription for some medicine.

Shirin is nervous at first, but soon she's having fun. She enjoys making new friends, too.

She sends Shirin to a fitness class for seniors at the community centre. The centre has many activities for seniors.

EXERCISE
3

Finish the sentence

1. Greg has one _____.

2. I have _____.

3. Shirin takes care of _____.

4. I take care of _____.

5. Shirin misses _____.

6. I miss _____.

7. The doctor advises Shirin to _____.

8. My doctor advises me to _____.

9. Shirin needs _____.

10. I need _____.

11. Shirin is proud of _____.

12. I am proud of _____.

EXERCISE
4

Your experience

Answer the questions. Then ask a partner the questions.

1. How old are you?

2. How old are your parents?

3. Do your parents or parents-in-law live with you?

4. Do they work, or are they retired?

5. What are (or were) their occupations?

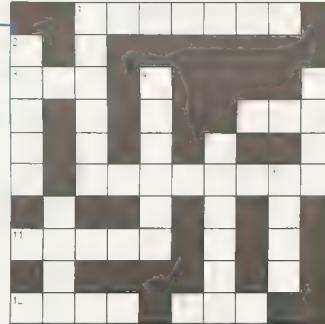
6. Do your parents speak English?

7. What do they do during the day?

8. In your native country, do seniors usually live with their family?

9. Whose responsibility is it to take care of elderly parents?

10. Would you send your parents to a seniors' home?

W
CROSS
R
DAll the words
are in the
photo story.
(answers below)

ACROSS

1. people over 65
3. good time
6. also
8. physical activity
11. Shirin always wanted to -----.
12. I ---- tired.
13. opposite of young

DOWN

1. not married
2. Shirin should get out of the house more -----.
4. mother or father
5. where you live
7. place to learn
9. ill
10. She takes ---- of Yasene

across 1, single 2, older 4, parent 5, home 7, school 9, sick 10, cold

 See page 18 for more information about programs for seniors.

Child care — babysitting



1 Greg is a single parent. He needs a babysitter for his daughter, Yasene. She has a PA Day at school this week.



2 Greg's mother usually looks after Yasene, but she can't this time. She is taking an ESL course.



3 Greg talks about his problem with Susan, at work. She says that her teenage daughter can babysit for Greg.



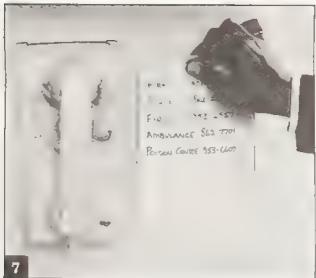
4 Greg is worried about using a teenager. But he doesn't know what else to do. He agrees to call Susan's daughter, Kate.



5 Greg phones Kate. He asks about her experience babysitting. She sounds responsible, so he asks her to come.



6 Kate arrives early the next day. She meets Yasene. Greg shows her where everything is.



7 Greg tells Kate what to do in an emergency. He asks her to call him at work if there is any problem.



8 Greg promises to phone in a few hours to check if everything is OK. Then he leaves for the office.



9 Kate and Yasene play some games for a while. Yasene begins to feel sick. She is hot and her head hurts.



10 Kate gets a thermometer from the bathroom. She takes Yasene's temperature. It's high, 38.8°. She puts Yasene to bed. Then she calls Greg.



11 Greg says he will come home right away. He thanks Kate for calling. On his way home, Greg feels lucky he has such a responsible babysitter.

Important information to give a babysitter

- Telephone number and address of where you will be. Also the number of a neighbour or relative.
- Emergency telephone numbers: fire, police, ambulance, poison information centre, family doctor.
- Things your children can or cannot do. Also things you expect of the babysitter. Example: no loud music or friends visiting.
- Time when you will be back.
- Medical instructions. Example: allergies your child has or medicine your child needs to take.
- Introduce a first-time babysitter to your child. Spend some time with them before you leave.

EXERCISE
1**Yes or no?**

Circle the correct answers. (Check your answers on page 21.)

- 1 Greg needs a babysitter for Yasene. Yes No
- 2 His mother can't babysit because she's busy. Yes No
- 3 Greg talks about this problem with his wife. Yes No
- 4 At first, Greg is worried about using Kate. Yes No
- 5 Kate sounds irresponsible on the phone. Yes No
- 6 Does Kate arrive late the next day? Yes No
- 7 Does Greg ask Kate to call him if there is a problem? Yes No
- 8 Does Kate get sick? Yes No
- 9 Does Kate call her mother for help? Yes No
- 10 Is Greg angry at Kate? Yes No

EXERCISE
3**Finish the sentence**

- 1 Greg's mother usually
- 2 I usually
- 3 Greg is worried about
- 4 I'm worried about
- 5 Greg asks Kate
- 6 I ask
- 7 Kate arrives
- 8 I arrive
- 9 Greg tells Kate
- 10 I tell
- 11 Greg feels lucky
- 12 I feel lucky

EXERCISE
4**Your experience**

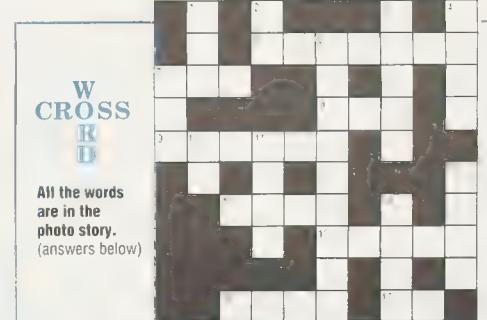
Answer the questions. Then ask a partner the questions.

- 1 Do you have any children? How many?
- 2 How old are they?
- 3 Do your children go to school? What grades are they in?
- 4 Do you use a babysitter sometimes? Who do you use?
- 5 Do you ever babysit? Who do you look after?
- 6 What's the emergency number for an ambulance?
- 7 Do you think children can be left at home alone? Why or why not?
- 8 In some families, both parents have to work. They have to find someone to take care of their children. Is this good for the children? What do you think?

EXERCISE
2**What's next?**

These sentences are from the photo story. Put them in the correct order.

- 1 Greg is a single parent. He needs a babysitter for his daughter, Yasene. She has a PA Day at school this week.
- 2 Kate arrives early the next day. She meets Yasene. Greg shows her where everything is.
- 3 Greg phones Kate. He asks about her experience babysitting. She sounds responsible, so he asks her to come.
- 4 Kate gets a thermometer from the bathroom. She takes Yasene's temperature. It's high, 38.8°. She puts Yasene to bed. Then she calls Greg.
- 5 Greg's mother usually looks after Yasene, but she can't this time. She is taking an ESL course.
- 6 Kate and Yasene play some games for a while. Yasene begins to feel sick. She is hot and her head hurts..
- 7 Greg says he will come home right away. He thanks Kate for calling. On his way home, Greg feels lucky he has such a responsible babysitter.
- 8 Greg is worried about using a teenager. But he doesn't know what else to do. He agrees to call Susan's daughter, Kate.
- 9 Greg talks about his problem with Susan, at work. She says that her daughter can babysit for Greg.
- 10 Greg promises to phone in a few hours to check if everything is OK. Then he leaves for the office.
- 11 Greg tells Kate what to do in an emergency. He asks her to call him at work if there is any problem.

**ACROSS**

5. age 13 to 19
7. however
8. abbreviation for English as a Second Language
9. physician
13. opposite of go
15. Greg ---- a babysitter.
16. infant
17. -- you have any children?
1. Thank ---
2. Greg is -- work.
3. opposite of late
4. 7 days
6. urgent situation
7. where you sleep
10. all right
11. past tense of take
12. Greg doesn't know what ---- to do
14. top of your body

DOWN

1. You 2 at 3 early 4 week 6 emergency 7 bed 10 OK 11 life 14 please
2. 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



See page 19 for more information about child care.

Health and safety in the workplace

QUESTION & ANSWER

What is the Occupational Health and Safety Act?

It is a law that protects workers in Ontario against unsafe working conditions. It explains the rights and duties of workers and employers for health and safety on the job.

Can I refuse to do unsafe work?

Yes. You have the right to refuse to do work that you believe is unsafe and that could injure you or another employee. Your employer can't penalize you for using

this right. But you must follow these steps:

- Tell your supervisor or employer about the problem immediately.
- The employer must investigate the problem right away. You and your health and safety representative must be at the investigation.
- The employer must fix the problem or show you how to do the job safely.
- If you still believe the work is unsafe, you can continue to refuse to work. But you must have good reasons. Also, the employer can tell you to do other work that is safe.
- You or the employer must notify a Ministry of Labour inspector. The inspector will decide if the work is unsafe.

When must a workplace have a health and safety committee? What does the committee do?

Almost every workplace with 20 or more employees must have a health and safety committee. The employees choose at least half of the people who are on the committee.

The committee inspects the workplace. It investigates accidents and safety problems. It recommends changes to the employer. In some cases, it can stop unsafe work.

The committee does its work during normal working hours. The members must be paid the same wages they get for their regular work.

Workplaces with 6 to 19 employees must have a health and safety representative. The employees choose their representative. He or she cannot be a manager or supervisor.



James Peters, courtesy Workers Health and Safety Centre

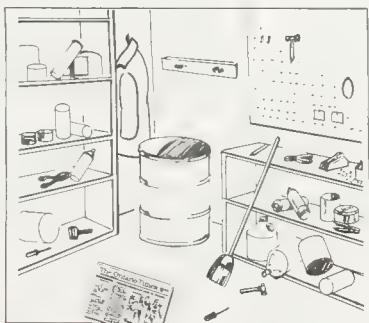
Where can I get help and information?

Call the Ministry of Labour. There are offices throughout Ontario. The offices are open from 8:30 a.m. to 4:30 p.m., Monday to Friday. The telephone number is in the blue pages of the telephone book. Look under "Government of Ontario, Labour". You don't have to give your name. You can also get information in different languages.

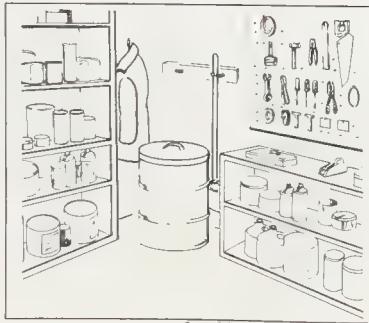
What's the difference?

A safe workplace is organized and clean. Look at pictures 1 and 2. Which one is safer? What are five differences between pictures 1 and 2?

1



2



Courtesy Industrial Accident Prevention Association

Lucky man!



The Toronto Star

Jayson Watson fell 23 floors from a building and lived.

Watson was working on construction when he fell over the side of the building. He grabbed on to a rope and slid down about 16 floors. Then he started sliding very fast. He couldn't hold on any longer. He let go about four

floors from the ground.

"The next thing I remember, I was lying face down in the gravel," Watson said. He broke his pelvis and a tooth in the fall.

"I guess I'm lucky," he said. "I could have been pizza."

His two brothers gave him licence plates that read "FALL 23."

Adapted from The Toronto Star

Participating in your community

QUESTION & ANSWER

I want to do some volunteer work. I think it's a good way to practise my English. Where can I get information about volunteering?

Many communities in Ontario have a Volunteer Centre. The Centres are in the white pages of the telephone book under "Volunteer Centre". They will ask you about your interests and skills. Then they will refer you to organizations which might need your help.

You can also ask at your local school, hospital or community centre. They often need volunteers.

What is the Neighbourhood Watch program?

It is a community crime prevention program. Neighbours get to know each other at meetings. They learn ways to protect themselves and their homes against crime. If they see something suspicious, they call the police.

A similar program is called "A Caring Community". Neighbours help keep their community safe. They also organize sports programs for young people and other neighbourhood activities.



NEIGHBOURHOOD WATCH COMMUNITY

Where can I get information about recreation activities in my community?

Contact your municipal recreation department. It is listed in the blue pages of the telephone book under municipal government.

"Parks and Recreation" or "Recreation".

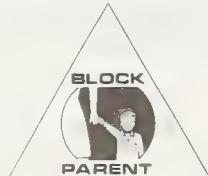
Your neighbourhood community centre may have activities such as sports, swimming, bingo, dances, arts and crafts classes. Community centres are also used as meeting places by community groups.

Your local library may also have information about recreation and other programs.

What does the Block Parents program do?

Many communities in Ontario have a Block Parents program. Members of a program have a sign in the front window of their home. When children see these signs, they know this is a safe place to go in an emergency. Children can get help if they are lost, sick or frightened.

To find out more about Block Parents, ask at your local school, library or police station. The program is also in the telephone book under "Block Parents".



My daughter is in her first year of school. She brought home a notice about a Home and School Association meeting. What is this association?

Most schools have a Home and School Association. Some schools call them Parent Teacher Association or Committee.

The Home and School Association has regular meetings for the parents of children in the school. At the meetings, parents get information about the school's programs and the educational system. They learn how they can participate in school activities such as field trips and volunteer work at the school.

Children often do better at school if their parents are involved in school activities.

Canadians like to volunteer

Many organizations depend on volunteers. Volunteers are unpaid workers. They give their time and talent to help others.

Canadians of all ages enjoy being volunteers. About three million Canadians do volunteer work every year.

VOLUNTEER CENTRES

There are volunteer centres in many towns and cities across Canada. These centres keep lists of organizations that need volunteers.

Staff at these centres meet and talk with people who want to become volunteers. Then the centres match these people with organizations on their lists.

BENEFITS

Most people volunteer because they enjoy helping others. But there are other benefits for volunteers. For example, you can get good work experience. And you can put this experience on your resume. Often the organization will give you a reference.

Are you trying to learn English? As a volunteer, you can practise your English and meet new people.



Virginia Yankowski has been a volunteer at an inner-city school in Edmonton for 20 years. She cooks and helps with the clothing bank. She goes on camping trips too.

Senior citizens keep active as volunteers. Many seniors say volunteering is good for their physical and mental health.

Do you want to become a volunteer? Don't wait. Call a volunteer centre. Or get in touch with an organization that you would like to work with.

Community wins return of mailbox



Frank Smith stands beside the mailbox he won back for his street.

When Canada Post removed a mailbox from a Scarborough street, a group of neighbours protested.

Frank Smith organized the group. He went door-to-door and spoke to his neighbours. He asked 120 people to sign a petition. Then Smith sent the petition to Canada Post.

The mailbox had been in the neighbourhood for 30 years. There was another mailbox

about 400 metres away. But it was at a busy intersection with no sidewalks. It was difficult for children and seniors to get to. It was also a problem for Smith, who is blind.

Two weeks before his 68th birthday, Smith's hard work paid off. Canada Post returned the mailbox.

Adapted from The Toronto Star

Public health services

QUESTION & ANSWER

What are public health services?

Ontario has 43 public health units (also called public health departments). Each unit may have several area offices. The public health units provide services to prevent disease and protect good health in their communities. The types of services they provide depend on the needs of the community. But all public health units must provide certain standard services.

These services include:

- control of infectious diseases
- family health
- preventive dentistry
- home care
- nutrition and public health education.

What kind of health information can I get from the public health office in my area?

Most public health offices can give you information about:

- having a baby
- birth control
- healthy eating
- health care for seniors
- dental health
- stress or emotional problems
- raising children
- infectious diseases.

In my apartment building, there are a lot of cockroaches and garbage. These are a health hazard. Can I complain to the public health department?

Yes. Most public health departments will help you if you have complaints or concerns about:

- cockroaches, mice and rats
- exposed garbage
- smoking bylaws
- pollution
- food poisoning
- animal bites and rabies.

Public health departments inspect restaurants, grocery stores, food manufacturers, swimming pools, hospitals and schools to make sure they are

clean and safe. Call your area health office for help.

What is Home Care?

The Ontario Home Care program brings health services to people in their homes. Most people recover faster at home than in a hospital. If a patient no longer needs full-time care in a hospital, his or her doctor may apply for Home Care. If the patient is eligible, he or she can get services at home. Some examples are:

- visiting nurses
- physiotherapy
- medical supplies
- transportation
- meals.

Home care services are paid for by the Ontario Health Insurance Program.

MEDICAL EMERGENCIES

Emergency telephone numbers are on the inside front cover of the telephone book.



Are you prepared for a medical emergency?

- Do you have your Ontario health card with you?
- Do you know your doctor's name, address, phone number?
- Are you taking any medicine? Do you know its name?

- Are you allergic to any medicines?
- Do you have any special medical problems such as diabetes, epilepsy, or heart problems?

Calling an ambulance

Call for an ambulance when a person's life is in danger or help is needed right away.

The Ontario health insurance program pays for most of the cost of an ambulance, but not all

of the cost. The patient has to pay \$25 (Jan. 1992). A patient who does not live in Ontario must pay a minimum of \$185.

One family member can go in the ambulance with the patient.

Going to Emergency at the hospital

The admitting clerk asks for the patient's health card. The clerk also asks for information such as name, address, phone number, family doctor's name and address. If you don't speak English well, it's a good idea to bring someone to translate for you.

The patient signs a consent form. This form gives the hospital permission to treat the patient. If the patient can't sign, the next of kin can sign. Next of kin is your nearest relative, for example, a parent, brother, sister or adult child.

A nurse usually checks the patient first. Then a doctor examines the patient. The doctor may order X-rays or tests. If you don't understand



the tests or the treatment, ask questions.

Many patients go home after emergency treatment. The doctor or nurse will give some instructions. Make sure that you understand the instructions.

Adults need immunization too



Seniors should get a flu shot every year.

Immunization is not only for children. It is also for adults.

All adults need a booster shot for tetanus, diphtheria and polio. Adults need this shot every 10 years. Without it, they lose their protection against these serious diseases.

Seniors should also get a

flu shot every year. The best time is in the fall.

If you are travelling, you need different vaccines. It depends on where you are going. You must start some immunizations several months before you leave. Check with your family doctor or local health unit for more information.

Poisoning

Here is what to do if someone is accidentally poisoned.

- Call the Poison Information Centre. It's open 24 hours a day. The call is free. The number is listed on the inside front cover of the phone book.
- Take the container of poison to the phone. The person at the Poison Information Centre will

ask some questions. For example: What is the exact name of the product (poison)? How much does the person weigh? How old is the person? How much did the person take?

The person at the Poison Information Centre will tell you what to do. Follow the instructions carefully.

Helping our environment

Q & A

ANSWER

What can I put in the blue box?

That depends on the municipality you live in. But most blue box programs take these materials:

PLASTIC	YES	Bottles and jugs for soft drinks, water, juice, shampoo, bleach (anything with a bottle shape)
	NO	Margarine or yoghurt containers, plastic wrap or foam
GLASS	YES	Bottles and jars
	NO	Dishes, window glass, flower pots, other glass
METAL	YES	Food and drink cans
	NO	Coat hangers, aerosol spray cans
CARDBOARD	YES	Corrugated cardboard boxes (flatten boxes)
	NO	Cereal, pizza or shoe boxes
NEWSPAPER	YES	Newspapers (tie up and put beside blue box)
	NO	Glossy magazines

What are toxic household products? How can I dispose of them?

Many hazardous household products have these symbols:



Toxic
pesticides
drugs
cleaning fluids

Reactive
ammonia
bleach
aerosol cans

Flammable
gasoline
motor oil
paints

Corrosive
batteries
drain cleaners
oven cleaners

You should not put these products in the garbage or pour them down the drain. Take them to your local depot for household hazardous waste. Some municipalities have "toxic taxis". They will pick up household hazardous wastes free of charge. Call your municipal public works department for information.

1 bag a week

One bag of garbage a week. That's all the Mulligan family throws out.

The family of five lives in Stittsville near Ottawa. They took part in an experiment with 10 other families. Each family tried to make only one bag of garbage a week. They wanted to prove that people can reduce waste.

Here are some of the ways the Mulligans reduce their garbage.

- Buy food in bulk.
- Bring their own bags and containers.
- Buy fewer things that are



Courtesy The Ottawa Citizen
in packages.
• Compost food waste.
• Recycle with the blue box.

Ten ways you can help



Reprinted with permission — The Toronto Star Syndicate

Many scientists believe our environment is in trouble. We are polluting the earth's air and water. We are using up our natural resources. Many plant and animal species are disappearing. What can we do to help? Here are ten ways you can make a difference.

Do you use ...

- plastic foam egg cartons? cardboard egg cartons
- disposable batteries? rechargeable batteries
- styrofoam coffee cups? pottery or glass mugs
- paper napkins? cloth napkins
- disposable diapers? washable cloth diapers
- paper towels? cloth towels
- plastic grocery bags? re-usable bags or paper bags
- laundry detergent with phosphates? ... a brand with no phosphates
- chemical household cleaners? borax or baking soda and vinegar
- your car to drive to work or school? public transportation or car pool

Switch to ...

Illustration by John C. H. Smith

Garbage sticks around for ages

* What happens to garbage when we leave it outside?
It takes a long time for most of it to disappear. How long?



Programs for seniors

QUESTION & ANSWER

Does the Ontario Health Insurance Program cover seniors?

Yes. People who are 65 or older get a Health 65 card. With this card, most medical services are free.

To get a Health 65 card, you must be legally allowed to stay in Canada. You must also have your home in Ontario. Seniors who travel outside the province must spend six months of every year in Ontario.

If you already have a Health card, you will automatically get a Health 65 card in the mail when you turn 65.

For more information, call your nearest Ministry of Health office. The offices are listed in the blue pages of the telephone book under "Government of Ontario, Health Insurance".



Is there a program to help seniors pay for prescription drugs?

Yes. It is called the "Ontario Drug Benefit Program for Senior Citizens."

Seniors who have the Health 65 card can get most prescription drugs free of charge.

What are home support services?

These are services to help seniors live in their homes. They are provided by community organizations.

Here are some examples.

- Meals on wheels: meals are delivered to the homes of seniors who can't prepare their own meals.
- Home help: services such as housecleaning, minor home repairs and laundry.
- Friendly visiting: phone calls or visits to seniors who are disabled or alone.
- Transportation: volunteers take seniors to medical appointments, shopping, etc.

There may be a small fee for some of these services.

For more information about home support services, call your local Community Information Centre or an immigrant aid agency.

How much is the Old Age Security pension? Who can get it?

The maximum Old Age Security (OAS) pension is \$374.07 a month (Jan. 1992).

You can get the OAS pension if you are 65 or older and a citizen or legal resident of Canada. You must also meet the residence requirements. These depend on the country you are from. If Canada does not have a pension agreement with your native country, you must have lived in Canada for at least 10 years. If there is an agreement with your native country, you may get the OAS after only one year.

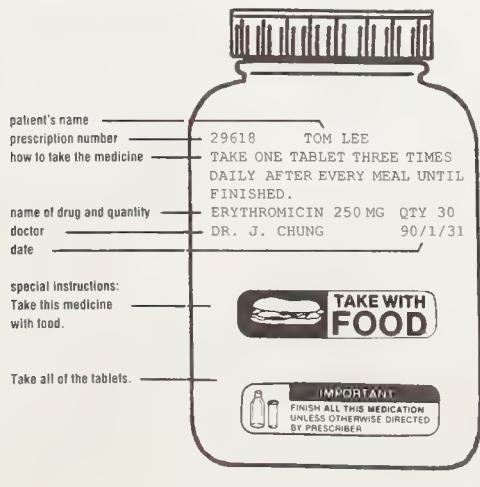
For more information, contact an Income Security Programs office. They are in the blue pages of the phone book under "Government of Canada, Health and Welfare, Income Security Programs".

PREScription DRUGS: Take them safely

It is very important to take prescription drugs safely. If you don't understand the instructions on the label, ask your pharmacist. Here are some questions to ask.

- What is the name of my medicine?
- What does it do?
- How do I take it?
- How often do I take it?

Prescription drug labels: This drawing shows the kind of information on prescription drug labels.



Meals On Wheels



Volunteer delivers a meal to a senior at his apartment.

The Toronto Star

Meals On Wheels brings a hot meal to the homes of seniors and people who are disabled or sick.

Many Ontario cities have a Meals On Wheels service. In Metro Toronto, the service brings meals to 40,000 people.

The people who deliver the meals are volunteers. They work in pairs. One person is the driver. The other person brings the meals into the homes. It takes about two

hours at lunch time.

Most people pay about \$3 for a meal.

Meals On Wheels is more than food delivery. Many of the people are alone all day. A visit from a friendly volunteer means a lot.

If you want more information, call your local Meals On Wheels program. It's listed in the white pages of the telephone book.

Adapted from The Toronto Star

Child care — babysitting

Q & A ANSWER

I have two children. They are 8 and 12. Can I leave them at home alone?

The law says that children under 16 may not be left alone without some reasonable arrangement for their supervision and care. If there is an accident when your children are at home alone, you are responsible. You must show that you made arrangements for their care.

Children under nine must be supervised by an adult.

Older children may be left alone for short periods of time. It's up to the parent to decide what is safe for the child.

A child under 16 is not a safe babysitter.

I work until 5 p.m., but my kids finish school at 3:30. They used to go to a neighbour's house, but she's moving. What can I do?

Some schools and community organizations have school-age day care programs. They take care of children before and after school. Parents have to pay for this service. Call your school or community information centre for more information.

TYPES OF CHILD CARE



Guenther Zuer

Child safety at home

Every year many children under five years of age are injured. Most of the injuries are in the home. Here are some of the most serious accidents and ways to prevent them.

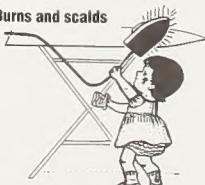
Poisoning



The most common poisons are medicines and household products such as cleaners, detergents, bleach, shampoo, cosmetics and bug sprays.

- Keep all medicines and household products out of your child's reach.
- Don't tell your child that pills taste good.
- Don't take pills while your child is watching.
- Don't put cleaners in soft drink bottles.

Burns and scalds



- Keep hot liquids (tea, coffee, etc.) out of reach.
- Turn pot handles towards the back of the stove.
- Keep cords for kettles and other appliances out of reach.
- Don't leave a hot iron near a child.

Swallowed objects

The most common objects are coins, beads, earrings, buttons, small toys. The most serious objects are safety pins and small, sharp objects.

- Never let your child play with something that she can put in her mouth.
- Check toys carefully. Do they have sharp points? Can small parts break off?
- Never leave safety pins open.

Drowning



- Never leave a child alone in the bathtub, on a beach or near a pool.
- Teach your child to swim at the youngest possible age.

Falls from furniture and stairs

- Never leave a baby alone on a table or bed. It takes only a few seconds to roll off.
- Don't let children stand on chairs.
- Never leave a child in a walker or stroller near the stairs.
- Put gates at top and bottom of stairs.

Day care centres

Day care centres take care of many children. They must have a licence from the Ontario government.

For infants (children under 18 months), there must be at least three teachers for every 10 children. For toddlers (18 months to 2½ years), the maximum is one teacher for five toddlers. For preschoolers (2½ to 4 years), the maximum is one teacher for eight kids.

Day care centres are usually open Monday to Friday, from 7:30 a.m. to 6 p.m. They may be more expensive than other types of child care.

Parents who can't afford day care can apply for subsidy.

School-age day care

School-age day care centres are for children who finish school before their parents finish work. The centres are often in the school, but the parents must pay for this service. Parents can apply for subsidy.

Most school-age day cares are for children ages 4 to 12.

Private home day care

Private home day care is in someone's home. These homes are supervised by an agency. The agency must have a licence from the Ontario government.

There are strict rules about how many children can be in a private home day care. In most areas, one adult can take care of a maximum of five children. This includes his or her own

children. But, there can be only:

- one child under one year old
- two children under age two
- three children under age three.

Private home day care may be less expensive than day care centres. Parents can apply for subsidy.

Babysitters

Some parents hire babysitters. Babysitters do not have licences. Also, parents cannot get subsidy for babysitters.

By law, a babysitter can take care of a maximum of five children. The rules for the number of children are the same as the rules for private home day care. Relatives who babysit family members must also follow these rules.

Day care subsidy

Some parents can get help to pay for day care. This is called day care subsidy.

Your income and other factors determine if you can get day care subsidy. Also, subsidized day care spaces are limited. You may have to go on a waiting list.

For more information about day care subsidy, contact your municipal community services department. It is listed in the blue pages of the telephone book under the name of your municipality, "Social Services" or "Community Services".

Teachers' guide

Living in Ontario can be used for a variety of language learning activities. The following suggestions involve reading, speaking, listening and writing skills. You may have to adapt these suggestions to suit the needs and abilities of your students.

Photo stories

Pre-reading

Ask the students questions about their backgrounds and personal experiences which relate to the topic of the photo story. The questions in "Exercise 4: Your experience" may be helpful. Activating students' existing knowledge of the topic will make reading the story easier and more meaningful.

After these initial questions, give students some time to look at the photo story on their own. Then use the photos to generate vocabulary. Move from photo to photo asking questions such as:

What do you see in photo X? Where is this? What is happening?

Allow students to volunteer responses.

Repeat each response and then write key words or phrases on the blackboard.

Encourage the students to guess what the story is about. Ask them questions which use their personal knowledge and the information in the photos to make predictions about the content of the story.

Listening/Reading

A. 1. Have the students close their newspapers. Ask them to listen and try to imagine the photos as you read the story to them (captions only).

2. Read the story a second time. Students listen with newspapers closed, then ask questions about words they don't recognize.

3. Students open their newspapers and listen a third time, following the captions in the photo story.

4. After this third reading, go through the story one caption at a time asking questions about each caption. Use questions which require yes or no answers. Allow students to ask about words they don't understand.

B. If your purpose is primarily to develop students' reading skills the following sequence may be more effective:

1. First reading:

Have the students read the story silently on their own. Encourage them not to worry about the meaning of every word and to read the story just to get a general sense of what it is about. Discuss the story by asking "What did you find out?" Students share the information they have learned and have the opportunity to clarify any vocabulary problems. Encourage students to get the meaning of vocabulary from the context or have other students provide explanations.

2. Second reading:

Write a few general questions about the article on the blackboard. Students read the article again (silently). Discuss the answers to the questions.

3. Third reading:

Have the students read the article again. Test comprehension with a short quiz requiring only yes or no answers. You may

wish to use "Exercise 1: Yes or No" for this purpose.

Questions

• After some initial yes/no questions, ask "wh" questions such as *Where do Yolanda and Cindy work? What do they do? What is making them sick? etc.*

• Move from this type of question to inference questions such as *Why do Cindy and Yolanda clean the offices in the evening? How old do you think Yolanda is? Why are Greg and Susan working late? What is Greg's job? Is Susan Greg's boss? Do you think Susan is married? etc.*

• Students ask you questions about the story.

• Pair work: Each student writes five questions about the story, then asks a partner the questions. A variation of this is to have students make true or false statements about the story. A partner says whether the statements are true or not.

• Write a list of answers to questions on the blackboard. Students make up questions for these answers.

Matching

• Number some of the words you wrote on the blackboard during the introduction to the photo story. Students match each word to the correct items in the photos by writing the number on the photo.

• Cut out the photos, separating them from the captions. Students match the captions with the correct photos.

Which photo?

Describe one of the photos, e.g. *Three people are standing in front of a coffee machine.* The students identify the correct photo by its number. Continue this with descriptions of other photos. This can also be done in pairs with students taking turns describing and identifying photos.

Who am I?

Describe one of the characters in the photos. The students identify the correct character by name.

What happened?

To practise past tense, review the photo story the next day. Ask the class to tell you what happened in the story.

In your own words

Students write or tell the story in their own words to a partner.

Dialogues

• Many of the photos do not have speech bubbles. Have your class create speech bubbles for these photos.

• Certain photos work well as the basis for developing expanded dialogues. For example, in story #1, students could create a dialogue for photos 3 and 4, then role play the dialogue.

Exercises

The same exercise types are used for each photo story. This consistency helps students to understand what is required of them. It also provides a model which teachers can apply to other types of reading material. Each of the exercises serves a specific purpose in developing the students' language skills.

Yes or No?

This exercise is designed to be used as a reading or listening comprehension activity. Each exercise has five statements followed by five questions. These have been designed to minimize the linguistic difficulty of the students' responses. You may want to follow this exercise with questions that require increasingly more difficult responses as described previously in "Questions". The exercise also provides a model for students to write their own questions to ask a partner.

What's next?

The students have to put the captions for each photo in the correct order. This task requires good comprehension of the captions and the story as a whole. Encourage students to attempt the exercise without referring to the photo story until they are ready to correct their work. However, if this is too difficult, allow them to refer to the photo story as required.

This exercise could also be done in pairs or small groups by cutting the captions into strips. The students work together to put the strips in correct order.

Basic students or students with literacy problems can use this as a matching exercise. They simply refer to the photo story for each caption and try to match it to the correct one. Used this way, the exercise is providing practise in text recognition rather than comprehension.

Finish the sentence

Each sentence about the story is followed by a sentence which requires personal information from the student. The first sentence of each pair demonstrates how specific words or structures are used in the context of the photo story. This facilitates students using these structures to speak/write about their personal experiences. Encourage students to be creative in their responses and to share and discuss them with other students.

Your experience

This exercise can be used as a pre-reading activity or as a follow-up to reading the story. As a follow-up, it gives students the opportunity to practise in a meaningful way the vocabulary and structures they have learned from the photo story. Students can write the answers on a separate piece of paper or simply rehearse oral answers in preparation for doing the exercise with a partner. This exercise could also form the basis for small group discussions or a class survey.

Continued next page

User questionnaire

Crossword

The crossword puzzles help reinforce vocabulary from the photo story. You can expand on this with a word search activity as follows:

Find these words in the photo story.

1. a word which means
2. a word which means the opposite of ...
3. the past tense of
4. two adjectives in photo number
5. an abbreviation for ...

etc.

Extra reading

These pages complement the information in the photo stories. In addition to reading activities, the articles can be used for listening, speaking and writing practice. Here are some suggestions for activities which integrate a number of language skills.

Summaries

- Assign each group of three to five students one of the extra reading pages.
- Each group selects an article that interests them.
- They cut out the article and tape it on a large piece of chart paper.
- They discuss/explain difficult vocabulary and write a summary of the article on the chart paper.
- When all the groups have finished, they circulate the chart papers or post them for all groups to read.
- Students discuss/explain their work.

Jigsaw reading

- Give each group a different article or photo (lower level students get easier materials).
- Each group reads and discusses its article.
- Regroup so that one person from each original group is included in the new groups.
- Taking turns, each person talks about his or her article to the new group.

Categories

- Divide students into pairs or small groups.
- Give the category headings (or ask students to create their own headings).
- Ask the groups to scan the extra reading pages (and/or the photo stories) for words which fit the categories.
- Each group writes the words under the category headings on a large sheet of paper.
- When they are finished, the groups post their work around the room. Students discuss and compare their work.

The above three activities were developed by Kathy Simo, Toronto Board of Education.

References

Stevick, E. W. *Images and Options in the Language Classroom*. Cambridge: Cambridge University Press, 1986.

Mrowicki, L. and Savage, K.L. "Five stages of reading for ESL students". *TESL Talk* 20.1, 1990.

We would like your comments about "Living in Ontario." Please fill out one of the questionnaires below, and mail it to:

The Editor, The Ontario Times
Ministry of Citizenship
Citizenship Development Branch
5th floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9

Student questionnaire: Living in Ontario

1. How do you use Living in Ontario?

with the help of a teacher in a class with the help of a friend or volunteer alone

2. Does Living in Ontario help you learn English?

yes somewhat no

3. Does Living in Ontario give you information that helps you live in Ontario?

yes somewhat no

4. What do you like about Living in Ontario?

5. What do you not like about Living in Ontario?

6. Do you have any other comments? (please write on back)

Teacher questionnaire: Living in Ontario

1. Please describe your class (level and type of program). _____

3. How do you use Living in Ontario? (e.g. whole class activities; self-study, etc.)

4. Does Living in Ontario help your students learn English?

yes somewhat no

5. Does Living in Ontario give your students information that helps them live in Ontario?

yes somewhat no

6. What do you like about Living in Ontario?

7. What do you not like about Living in Ontario?

8. Do you have any other comments? (please write on back.)

Answers

Page 3, Exercise 1: 1. yes 2. yes 3. yes 4. no 5. no 6. yes 7. no 8. yes 9. yes 10. yes
 Page 5, Exercise 1: 1. no 2. yes 3. yes 4. yes 5. yes 6. yes 7. yes 8. yes 9. no 10. yes
 Page 7, Exercise 1: 1. yes 2. yes 3. no 4. yes 5. no 6. no 7. yes 8. yes 9. no 10. yes
 Page 9, Exercise 1: 1. no 2. no 3. yes 4. yes 5. no 6. yes 7. yes 8. no 9. yes 10. yes
 Page 11, Exercise 1: 1. no 2. no 3. yes 4. no 5. yes 6. no 7. yes 8. yes 9. yes 10. yes
 Page 13, Exercise 1: 1. yes 2. yes 3. no 4. yes 5. no 6. no 7. yes 8. no 9. no 10. no



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